



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 3, 1879

VOL. IV

NEW YORK, OCTOBER 1, 1910

No. 1

The Commencement, as we should call it, of the University of Birmingham, England, was held on Saturday, July 9, last. The principal, Sir Oliver Lodge, in the portion of his address devoted to future developments, spoke as follows (according to an abstract published in an English paper):

On ordinary occasions he would wish to speak of new developments, but in the present state of their finances new developments that involved expensive appliances appeared to be quite impossible. But it was well to remember now and then the steps they would like to take if they could. The subject of law was one that he would very willingly take under the aegis of the University. Then there was the great subject of architecture which in conjunction with the arts of painting and sculpture might find a home in the University, and would, he trusted, some day. It was the fundamental subject underlying all the decorative arts and the arts of building' construction. The whole would constitute a great new departure to be taken when the time was ripe. But their most pressing need on the educational side was a chair of Greek (applause). What Greek meant had been brought home to all English-speaking people lately by the genius of Gilbert Murray. It was the basis of literature. He sometimes heard poetry and literature decried as useless studies; but he asked what, then, was useful? What was the object of life? The human race did not exist to make machinery or any other subsidiary goods. Poetry and letters dealt with humanity and life itself, and the reality and value of those studies could not be exaggerated (applause).

The *London Daily News*, in its issue of July 11, spoke editorially on the subject as follows:

Sir Oliver Lodge, the Principal of Birmingham University, thought it his duty to say on Saturday that the most pressing need of that University was a Chair of Greek. The man and the place heighten the significance of the declaration. Birmingham University was meant to be ultra-modern and practical before all things, and its Principal is a distinguished man of science; and yet here is Greek insisting upon a place in the academic scheme. That need cause little surprise. Sir Oliver Lodge justified his demand by emphasizing the value to the world of poetry and literature generally, but the claim of Greek does not rest upon that ground alone. The truth is that there is no body of literature so inspiring and so suggestive to the intellect as that which is enshrined in Greek, and to dip into it is an indispensable part of the education of even the most practical person. It is hardly disputed that almost the last word in political speculation was uttered, and lived, by the Greeks; but even in fields where we have made immeasurable advance beyond them they still reign. The progress of science depends upon the fusing of knowledge with understanding. Patiently accumulated facts are a part only of the

fabric; the facts must be touched by a living mind. It is precisely this quality of life and vitality which contact with the Greek mind gives. The Greeks do not so much give ideas as make the mind itself pregnant; they put it into a condition to bring forth the best that is within itself. For that reason the writings and the history of the Greeks are not the concern merely of the professor or the poet or the critic; the most sternly realistic of men of science can profit by them, though less quotably, not less surely.

Can we imagine such a thing in this country of ours? Can we imagine the President of Clark University, to take a concrete instance, assuring the friends of that institution as well as the outside world that the most pressing need of that institution is a chair of Greek? The study of language and literature is currently supposed to stimulate the imagination, but our imagination, thus stimulated, even in its loftiest flights, could not reach such an altitude. And yet Clark University rejoices in the appellation of University, and was founded in comparatively recent times. One remembers the foundation of Johns Hopkins in 1876, and that the original group of Professors represented Physics, Chemistry, Biology, Mathematics and—Greek. Other departments were in charge of Associate Professors or Associates. But since that time the trend has been away from Greek. Colleges have ceased to require it, and schools to teach it, and in our large cities in our public school systems even the opportunity of studying it has been taken away from large masses of children, and its advocates have been sneered at by the initiates of that new mystery, 'Vocational Training'.

Hence the words of the distinguished scientist who guides for the time the development of the University of Birmingham (an institution founded as a protest to the conservatism of Oxford and Cambridge) are full of food for reflection—for encouragement? Hardly. For the foes of the Classics are not so much scientists, as some people think, but professional 'educators'. These men have on their hands the education of the masses—the most important problem that exists. They have need not only of the most thorough all-round training themselves, but of the most sympathetic wisdom. If we admit, as we do, that some are born hewers of wood and drawers of water, we likewise assert that even these should be taught that there is something higher than hewing wood and drawing water. But what of the actual fact? Go to our most expensive

high schools, and you will find that the most expensive and elaborate part of the equipment is devoted to the branches of 'hewing wood' and 'drawing water'. Is there a better time coming? *Spes aeterna*.
G. L.

THE PROGRAM OF REFORM¹

A program of reform, to be of value, must be based upon a creed. In my opening words, therefore, let me try to formulate a statement of belief to which we can all subscribe. For if we, the priests of this cult, can not agree upon certain elemental reasons why the hours of youth should be spent upon the study of dead languages, then assuredly the right lies with those familiar voices of protest which are here not represented.

Article Number One.—There are certain universal principles of language which underlie all European languages (as such may be named the distinctions of the parts of speech, of tense and mood, etc., etc.; there are very many others). A scientific knowledge of these principles is a prerequisite, not to the correct use of any language, but (this is the important fact) to the fullest development of thought and to precision in understanding and in expression. By scientific knowledge I mean the power to distinguish, name and classify the parts of a whole, and to know the relation of each to each. To inculcate this scientific knowledge of the universal principles of language is the only reason for prescribing the study of Latin and Greek, in the case of one-half of our students in high school and college.

Article Number Two.—Knowledge of terminations and other facts peculiar to one language is of no value as an end in itself; granted, however, that a certain amount of it is indispensable to and must precede the seeking of any other end. The acquisition of this should be, for the most part, the work of the first year.

Article Number Three.—All statements of fact in a foreign language, historic, scientific, theoretical, or idealistic, can be more economically and in general (by immature persons) more accurately obtained from a good translation than from the original. It is only that side of civilization which is conveyed by its art, by literature as a form of art, which can not be found elsewhere than in the artist's own work.

Article Number Four.—The training of the memory, the cultivation of habits of attention, perseverance, studiousness, and accuracy, can be accomplished equally well through the medium of almost any study.

Article Number Five.—The acquisition of a Greek or Latin vocabulary for the sake of facilitating the

use of English derivatives is an incidental product (whatever may be the method of study) and is not properly considered an end in itself.

Article Number Six.—There is nothing else to be attained by the study of an ancient language.

Eliminating the negatives, then, and resuming our affirmatives, we find that we teach Latin and Greek (1) for the sake of the knowledge of the universal principles of language, (2) for the sake of character as displayed in art forms. I trust that you will perceive that I mean to include many works of prose composition under the caption "art", quite as definitely as verse. The writings of Caesar, Cicero, Tacitus, and Sallust certainly should be so described; the contents of the *Corpus Inscriptionum* for the most part not so.

Will you grant me these premises? I feel the more encouraged to present this to you as our fundamental dogma, because it seems to me in substantial, if not absolute, accord with the views expressed in an article which has appeared in print only this month, by one who might well be called the Dean of this Association, because of the encouragement which he gave by his presence to the first little classical conference in Baltimore, whereby eventually we split off into a separate entity. I quote from that address: "In the period of secondary school life above all, the expansion of linguistic consciousness as a basis of thought becomes a paramount consideration". Again: "The contents of the Latin literature, and the records of its civilization, can be made to contribute somewhat of their significance even to the secondary school pupil; for the college they must be in the very center of interest".

Throughout these remarks, I wish it understood that I am speaking with reference to the nine hundred and ninety-nine whose specialty, if they have any, will not be classical philology or classical pedagogy. The one, who may eventually be eligible to membership in this body, will find his interests also cared for, but subsequently.

Having defined our ends, let us proceed to measure our methods by them.

In brief my program is this: From the beginning of the second year the work in Latin or Greek should be divided into two parts, one, an intensive study of a certain very limited portion of the text in the original, so as to ensure the training in those fundamental universal principles of language which for the most part now we are failing to attain; the other, extensive reading of so far as possible the entire writings of each author studied, in a good English translation. I claim that we are not accomplishing that training because I believe it to be the truth that the majority of our students in college are not able to analyze a complex sentence, even though it be in English, except with hesitation and by an effort of the will, if at all: the

¹ This paper was read at the Fourth Annual Meeting of The Classical Association of the Atlantic States, at New York City, April 22, 1910.